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JUL 15 1929

BOSTON, MASS.
Vol. CX, No. 1

July 1, 1929

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JOURNAL of EDUCATION

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CONTENTS FOR JULY 1, 1929

EDITORIALS:—
Calvin Coolidge, Historian 3
The Power of Power 3
Education Must Progress 3
Kansas City University 4
Dr. Stearns of Andover 4
A Pittsburgh Demonstration 4
Professional Colby 5
A Thrilling American Woman 5

BELDING'S PAGE 6
Teachers Underrated 6
An Alien Viewpoint 6
An Arm of Society 6
A Word About Salaries 6

"WHAT OF IT?" 7
By W. C. McGinnis

A PLEA FOR STATE SPELLING LISTS 8
By Burton Elsworth Davis

GEOGRAPHY AND LIFE 9
By Alice M. Krackowizer

EDUCATION: ITS ACHIEVEMENTS 12
By Frank D. Boynton

WHY THE JUNIOR HIGH SCHOOL 13
By Jasper T. Palmer

HE SOLD HIS BLOOD 14
By O. H. Benson

PERSONAL AND PROFESSIONAL 15

SCHOOL PROBLEMS 16

EDUCATION IN ACTION 17

TREND OF THE TIMES 19

THE BOOK TABLE 20

GRINS BETWEEN GRINDS 21

YOUR FRIENDS THE PUBLISHERS 22

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

Calvin Coolidge, Historian

THE most brilliant chapter in American educational history is in fewer than five hundred words written by Calvin Coolidge in the Cosmopolitan Magazine for July.

No professional educator or historian has had the faintest vista of the vision of the significance of education in the life of American youth, such as is written by Mr. Coolidge.

Mr. Coolidge tells the whole story of when and why and how a country lad started on a career that eventuated in the noblest statesmanship of half a century.

The Power of Power

HENRY FORD says: "Up until 1925 our factories had never used as much as thirty million kilowatt hours of electrical power in a month. It was not until last year that we ever touched forty million a month, but now we are using around sixty million."

Unapplied power is powerless, and the tragedy of the world today is unapplied power.

The value of power is the quality of the machine that the power uses.

No machine was ever self-made, none was ever machine-made.

Machines are always brain-made and brain used.

The business of education is to make possible better machines, to know how to use machines better, to make better use of what machines make.

Schools that do not achieve this, teachers who do not meet this demand are simply tragically out-of-date.

Education Must Progress

EDUCATION has progressed more in psychology and subject method in the last ten years than in half a century before 1920.

Any attempt to promote anything in education that was said or done from 1900 to 1920 would be as absurd as to equip a new hotel as the best hotel in America was equipped in 1919.

In 1919 Boston had four world-famous hotels, but "Young's" has been abandoned for two years. The Adams House closed its doors a year ago. The Touraine site will be used for a moving-

picture palace, and the Parker House has been entirely made over, and is as modern as the nineteen-million-dollar Statler Hotel. The same thing is true of the hotels in Chicago, Baltimore, and every other city.

It is as useless to try to palm off any fixed-up science of education or art of teaching for use in any city or county as to attract tourists because of the fame of an out-of-date hotel.

WILLIAM McANDREW is having a wonderful time in Rome, and enjoying the Mediterranean climate to the limit. He has frequent descriptive articles in the Sunday Tribune descriptive of his experiences and professional articles in the Educational Review section of School and Society. It is a great experience for him personally and professionally.

Kansas City University

WE HAVE never understood how Kansas City could fail to see how great is her hardship without a real university. There is no city between the seas any way comparable to Kansas City without a university. Wichita has met her educational need heroically.

It has been inconceivable that "Lincoln and Lee" could be allowed to be static.

At last Kansas City promises to make up and invest at once five million dollars as an initial academic approach to a university. If there is any lack of dynamic force in this venture it will be tragic in the extreme.

The wild rose appears to be the favorite American flower of a large majority of the more than half-a-million persons who voted their choice.

Dr. Stearns of Andover

DR. ALFRED E. STEARNS, principal of Phillips Andover Academy, in its one hundred and fiftieth year announces gifts of $4,725,000 this year, and $9,547,428 in four years.

Few universities have been as generously remembered as has this New England Academy. In the $4,725,000 there were three anonymous gifts totaling $3,517,000. Three anonymous gifts of a million dollars or more in one year without the aid of any professional boosting cannot have been accidental. And $9,547,428 in four years when there is a general opinion that the public schools are side-tracking the New England academies is significant.

There must be something in the atmosphere that has started such a flood of wealth Andover-ward.

One fact, significant or not, is interesting. Dr. Stearns is vigorous in his ridicule of the psychological nonsense of some professional enthusiasts. We know of no prominent public school administrator who has dared or cared to speak as forcibly as has Alfred E. Stearns. Whether there was method in his madness or not it is an interesting coincidence.

It is possible that three anonymous donors of a million dollars or more in one year think it wholesome to have an institution where there is no danger of having young men exposed to academic "psychological freedom."

There are other indications that New England academies are likely to come to "the rescue of youth," as they did when Samuel Phillips established an academy in Andover in 1778. We are not prophesying, for that is not our business in life, but we are interested in the signs of the times.

A Pittsburgh Demonstration

PITTSBURGH, Pennsylvania, is a remarkable illustration of the personality of a city.

No city in the New World has done the same vital, thrilling things for children, their parents, and the teachers that the schools of Pittsburgh are doing under Dr. William M. Davidson and his associate administrators. We could write a good-sized book on the evolution of the personality of Pittsburgh, but must confine ourselves to one feature upon which we recently stumbled as we sat with the city Board of Education for an afternoon.

The occasion was the presentation to the Board of Education of eight oil paintings by Pittsburgh artists. They were the gift of "One Hundred Friends of Pittsburgh Art," by their spokesman, John L. Porter.

One year, since 1920, Mr. Porter and others agreed to assess themselves annually for the purchase of oil paintings by Pittsburgh artists for the public schools. They style themselves "One Hundred Friends of Pittsburgh Art." They have a committee of art appreciation, and each year, at an exhibit of Pittsburgh art, paintings are selected which are calculated to be an inspiration to children aesthetically and ethically.

These paintings are taken to the various school buildings, and some one from the Art Department talks about the painting and its artist.

There are already more than forty of these paintings. There are also twelve other paintings by previous Pittsburgh artists which are loaned, permanently, by the City Art Museum, so that there are more than fifty of these paintings functioning artistically and culturally in the schools of the city.

In connection with this service there is an exhibit each year of beautiful things which the foreign-born mothers brought with them from their home country.

In every school notice is given of the exhibit, and the children are told to ask their mothers if they have anything of interest brought from their homeland. These are collected annually, and it is a remarkable exhibition of laces, shawls, scarfs, etc. Thus children of foreign-born parents are as proud of their exhibit as the children of multi-millionaires could be.

It is impossible to give any estimate of the effect of this annual exhibit on people who have hitherto felt unappreciated in their new surroundings.

The Pittsburgh schools have the best collection of paintings owned by any public school system in America.

Thirty other cities have followed Pittsburgh, and have similar "Friends of Arts."

Under the inspiration of the Pittsburgh plan the American Federation of Art has recently adopted the slogan, "A painting for every schoolroom in America."

Professional Colby

COLBY UNIVERSITY, Waterville, Maine, has been distinctly a Teachers College, in that its graduates have easily taken front rank in New England, and in large cities in all sections of the country.

Dr. Franklin Winslow Johnson, who has assumed the presidency, comes from ten years of exceptionally attractive professional service on the faculty of Teachers College, Columbia University, and he plans to magnify Colby as a Teachers College.

He is a native of Maine, an alumnus of Colby, was popular as a student, taught in the state, and has kept in close touch with the alumni. His acceptance of the presidency has given a thrill to the city and state, to the students, the faculty, and the alumni.

Nothing has happened in Maine politically or professionally that has received as much attention from the press from Bangor to Lewiston as has Dr. Johnson's acceptance of the presidency of Colby.

Jane Addams says there were never so many women above sixty-five years of age actively participating in public and professional service as now.

A Thrilling American Woman

ANNA WEINSTOCK at twenty-eight years of age is, I think, the most remarkable woman in America. She is the one person in all this broad land, probably, who could have ended the tragic strike in the rayon mills in Elizabethton, Tennessee.

Since she was twenty-one years of age she has been tackling strike problems, adjusting strikes of garment workers, textile workers, barbers, bakers, taxicab drivers, electricians, shoemakers, telephone operators, bricklayers, carpenters, and last of all, rayon strikers in Tennessee.

Senator Lodge induced the Secretary of Labor to employ her as a "strike conciliator," and in seven years she tackled approximately one hundred strike problems.

Naturally the Secretary of Labor hesitated to put a woman of twenty-one in action, but almost the first day he sent her to New York to look into the trouble in a tragic garment workers' strike. With unthinkable perceptiveness she settled the difficulties and the strike ended. From that day the Secretary of Labor has wasted no time advising her what to do or when to do it.

At Elizabethton she went at once to the priest and had him introduce her to the president of the rayon mills, and she stayed by the president until they understood each other, until she could satisfactorily meet all of his objections. When they agreed there was no trouble in ending the strike, and the trouble was all over in a few days, and she was on her way to Washington.

Anna Weinstock was a pupil in the Hyde Grammar School in Boston till she was fourteen years of age, when she got a job in a neck-tie factory in Boston.

She was intensely interested in public affairs. She was a mere girl when she was appointed organizer of the Suffragist Association of Massachusetts, which is now the Massachusetts League of Women Voters. While still a girl she was made vice-president of the Woman's Trade Union League of Massachusetts. Six weeks after this election the president of the league resigned, and Anna was made president.

It was her effective work in politics that led Senator Lodge to ask the Secretary of Labor to take her, at twenty-one years of age, for a responsible position in the Department of Labor.

She says there is no experience in life that gives her such a thrill as to know that idle mills will be open, and idle workers will be busy.

We know of nothing more thrilling than to know how simple a matter it is for Anna Weinstock, a Boston school girl of fifteen years ago, to end a strike as easily as to open a Yale lock when you know the combination.

A high school strike in a California city of moderate size gave no heed to the superintendent of schools, but when the chief of police said: "These boys better be in school in the morning and be peaceful," it ended the strike. These strikes should be handled by the police force promptly. This is not an affair for the school officials to handle.

Belding's Page

TEACHERS UNDERRATED

TEACHERS in France staged a mild form of strike a while ago, because they found themselves rated below office boys in an official listing of government offices according to rank.

Maybe the principle was worth striking for and maybe it wasn't. One is reminded of the recent social controversy in Washington over the rank of the Vice-President's sister.

Perhaps there is a tendency in this country to rate teachers below janitors, for example, or below athletic coaches. Teachers have a right not to like it, but they are not adopting the strike weapon.

Why should teachers need any other weapon, when they have at hand so effective an instrument as education?

To strike is unprofessional.

AN ALIEN VIEWPOINT

WHEN Europe speaks of "Americanization," the reference is to the introduction of American ways, American efficiency, machinery, hustle and luxuries. They mean by "Americanization" a transplanting of American standards and what they regard as American materialism into their European communities.

They have a perfect right to object to all this; though they seem unable to protect themselves from it.

Americans, on the other hand, object to "Europization" of the United States; not in all aspects of such influence—for we still have much to learn from European culture, history, and philosophy of living. What we do dislike and must resist to the utmost is the attitude of hostility to government which is common among those who have been downtrodden for generations by European governments.

Immigrants who have been here but a few years acquire the notion that they should rule the country. They are apt to be jealous of all who are better off in money than themselves—not, by the way, an exclusively foreign viewpoint.

America still has a big task ahead of it in persuading its alien residents to be patient under conditions which are, in fact, a hundred times better (materially, and, if they please, spiritually) than they had at home.

AN ARM OF SOCIETY

DAN is a motorcycle policeman who knows boys. He likes them—as every one must who really knows them. Moreover, they like him. And that is but natural also.

Certain boys of Dan's acquaintance were throwing stones the other day, when one went through the windshield of a passing truck. It went where it was aimed.

The driver jumped down from his seat and chased the boys until he caught them. Just then Officer Dan rode up. He took the boys into custody; told the truck driver he would deal with them later. Then Dan reached into his own pocket and settled the bill of damages.

When the driver had gone on his way, the officer rebuked the boys roundly. Then he told them they must pay him back what he had paid the driver. "You've got to earn it yourselves, too," said Dan. "You are not to ask a nickel of it from your folks."

During the next few weeks Officer Dan received almost daily payments from the boys, until they had paid the last cent.

Does any one think those lads will throw any more stones at windshields? Any one who does think so, doesn't know boys.

Analyze Dan's method. Remember that he liked boys and enjoyed their friendship and confidence. He kept them out of a scrape, or at any rate made easier for them the scrape they got themselves into. Then he let them find out from bitter experience the cost of their folly. He did not relent, as parents often do, and sometimes teachers.

Crime prevention consists in getting at the unsocially-minded while they are young and can be taught by concrete lessons the meaning of responsibility and the rights of others.

A WORD ABOUT SALARIES

DO HIGHER salaries attract better teachers, or do they attract undesirables?

Teaching has always attracted unqualified persons as well as qualified ones. An increase of emolument merely means an increase in the numbers, good, bad and indifferent, who are drawn to any given vocation. Increase the number drawn to teaching and you enable those in charge of education to select a larger number of competent teachers, eliminating more of the incompetent.

Every individual acts from mixed motives. It is so with reference to the choice of a vocation. A calling which has the reputation of being underpaid is passed over very quickly by the average young person in choosing a career. Hardly anybody deliberately sets out to be poor for poverty's sake.

Education must be made and kept financially attractive, as one essential means of securing a sufficient supply of material from which to pick the best.

Anson W. Belding

Associate Editor.

"What of It?"

By W. C. McGINNIS

THE superintendent of schools of one of the large cities of the United States recently told a group of school men the following incident:—

The superintendent asked his supervisor of junior high school social studies whether boys and girls of the seventh grade ought to be able to locate some of the more important cities by states. The supervisor thought they should, and was certain that the boys and girls in his schools could do so to the satisfaction of the superintendent, who doubted it very much. The superintendent and the supervisor went into several second-year junior high school classrooms to find out. Outside of their own state the average number of cities so located by those seventh grade pupils was less than seven. The superintendent says he prefers to be considered a progressive in education rather than a conservative, but that he still believes that American boys and girls of junior high school age ought to know enough place geography so that Boston will not be "located" in several different states by the pupils in one classroom.

In commenting on the fact that those boys and girls do not know much about place geography, an educator says: "What of it?" In the old days seventh grade boys and girls knew the capitals of all the states and at least one important city in each state because they learned them by rote. Their factual knowledge was unassociated with knowledge of the social, industrial, and economic relationships of the cities to the life of the nation."

Maybe he is right to a considerable extent. But are we not liable to forget that factual knowledge in many situations is the only sound foundation on which to build understanding?

In a certain school in which the philosophy of the "frontier thinkers" is the guiding philosophy one of the first grade teachers passed on to the second grade in the fall of 1928 a class of boys and girls whose reading ability on the whole was very low as compared with the reading ability of other second grade classes of the school. The first grade teacher says: "What of it? Subject matter is not the most important thing. It is not an objective. The development of personality, social attitudes, and health is the objective. These children have made great social advancement. That is the fundamentally important thing, not mastery of subject matter."

Most of what the teacher says is right, but the "What of it?" is not satisfactory to the parents, who believe that one of the desirable accomplishments of first grade children is ability to read.

Many of the progressive or child-centred schools accomplish much more than the traditional school in the social development of children and in developing their creative ability, and at the same time they equal or excel the traditional school in the three R's. There is no reason why the good that is in the new education should crowd out the good that is in the old or traditional school, and in most progressive schools it does not. The old advice, "Consider all things and hold fast that which is good," is good advice still.

A seeker after the truth is liable to be surprised at the prevalence of the "What of it" attitude of many school people in justifying the present because it is the new and condemning the old because it is the old.

I have recently had occasion to examine and evaluate many school report cards. Most of the recent ones are undoubtedly better than the older ones in many respects. The claims of those who have produced them, that "scientific" or objective methods of evaluation have replaced the subjective methods of the older report cards, are subject to serious doubt. For instance, a report card now before me has this printed statement:—

"The basis for teacher judgment is scientific as far as possible through the use of objective tests and standards."

Some of the traits marked are:—

Leadership.
Self-control.
Courtesy.
Obedience.
Respect for the rights of others.
Fairness in work and play.
Attitudes toward difficulties.

What "scientific" method can be used in evaluating these traits without the use of subjective judgments is a mystery to me. These traits are important, and they deserve a place on the report card, but common sense and honesty ought to induce school people to refrain from justifying the new on any such "scientific" basis claim, or on the argument of the subjective judgment method of the old. Judgment is still a valuable link in the process of arriving at conclusions, and yet, some "scientific" progressive will probably say: "What of it?"

A Plea for State Spelling Lists

By BURTON ELSWORTH DAVIS

Thomas A. Edison Junior H. S., Los Angeles

ENGLISH orthography is based on memory rather than phonics or logic. Now that words cannot be placed in spellers in order to drill the memory, a great number of the words formerly found in spellers are eliminated. Research has demonstrated that we do not need to learn how to spell all the words we understand in our reading, or all those we command in conversation. That leaves the much smaller list of words which we use in writing to be placed in spellers.

Many studies have been made of the words used in the correspondence of adults, as well as of other types of writing. Like tabulations have been made of the words used by children in their themes and letters. From such sources it has been repeatedly demonstrated that a relatively small list of words make up the average writing vocabulary. Modern basic spelling lists include from two to four thousand words, therefore, instead of the ten to twenty thousands in spellers of not long ago.

But while there is this decided drift toward scientifically derived *basal* spelling lists in the schools, no such careful studies have been made resulting in the choice of supplementary lists for individual states or regions. This is patent from the study of state courses of study, forty spellers, and the answers received from the state superintendents.

The several states have special texts or extra chapters in the adopted texts devoted to their peculiar historical, geographical, and civic facts. The question now under consideration is, whether or not the peculiar historical, geographical, industrial, climatic, agricultural, and other differences between states will be reflected in their *individual* spelling needs. Do these differences between states or regions give rise to the need for supplementary lists of words, peculiar to the region, yet of sufficient import to be taught along with and in addition to the basic minimum general list?

An affirmative answer to the aforementioned query would be inferred from the result of a study made by the author in a recent thesis.* In the study referred to, five possible approaches to the compilation of such a list of words for a given state were discussed. The usual method of choosing words for basal spelling lists is to accept those found most frequently in specimens of writing. By this procedure the special terminology of any given state or region is eliminated because the special words are not used as frequently as general terms. Thereafter this method of culling out the desired list would not get results.

A good example of the failure of the frequency test to provide words of local significance is found in the California Speller. This speller was compiled in 1918 from the first thousand words in the Ayer's List, 1,517 words common to the Jones, Ontario and California lists, and 116 words from the California list alone. While most of these words were thus taken from frequency studies of California writing, a comparison of these included with the Horne Commonwealth list of 3,009 words most commonly used in writing, revealed that, while there were 1,058 words in the California Speller not in the Commonwealth list, yet only 47 of these 1,058 words were considered by competent judges to be especially important in California terminology.

Although one cannot obtain a special spelling list from frequency studies as commonly made, desired lists might be taken from the most frequently used special terms in the writing of the state or region concerned.

Adequate state lists of words peculiar to the life and institutions of the particular region might be obtained, on the other hand, from a consensus of county and local lists. Still another procedure might be to obtain the desired lists from a combination of frequency studies and county lists arbitrarily assembled. The tentative list of such special spelling words was obtained by the author in the study mentioned before by choosing more or less arbitrarily from the most important words found in the state geographies, historic, geologic, agricultural, industrial, and other miscellaneous terms.

A SPECIAL SPELLING LIST FOR CALIFORNIA

The names of the fifty-eight counties were first placed in the list. These were followed by the names of the twenty cities that have a population of 15,000 or over. The Department of Agriculture of the University of California then submitted 158 words pertinent to the industry in the state; 27 other geographical terms were added; 52 geological terms; 15 historical names; 18 industrial words; and the list was completed with special words such as "rancho."

Copies of this list of 354 words were then sent to the county superintendents, 15 city superintendents and 15 grade principals, as well as to 15 expert educators in the colleges and universities of the state. These educators were asked to check any words they thought ought to be in a California supplementary spelling list, and to write in any

* Special Spelling Lists for Individual States. University of California, May, 1927.

additional words which seemed to them worthy of inclusion. Fifty of the lists sent out were returned. Some suggested liberal additions to the list. Two gave no verdict. A few checked out some of the words in the list. However, most of the referees evidenced substantial agreement with the list as first drawn. None of these words, however, were mentioned by more than six of the judges, while the smallest vote received by the words in the lists sent out was 27, and the word receiving the highest vote was given 47 O. K.'s.

At present the individual judgment of the teacher is practically the sole criterion of selection of special words to supplement the basal spelling list. Little help is had in state courses of study, or adopted spellers. It is conceivable that such a list as derived by the author for California may be better than complete reliance on the judgment of the individual teacher. However, it represents a mere beginning in obtaining a desirable supplementary list of words to represent the peculiar individual state spelling needs. Should such lists be scientifically compiled and made generally available for use in the elementary schools of the states? That is the question.

Geography and Life

By ALICE M. KRACKOWIZER
Yonkers, N. Y.

AT THE meeting of the American Association for the Advancement of Science in New York last December, an American astronomer announced that the universe with its billions of stars of which the earth is but an infinitestimal part, rotates on its axis, as do we, in one *cosmic* day covering a period of 300,000,000 years. This statement has been corroborated by an astronomer from Holland, Sweden, and Canada respectively. This discovery is an appeal to our imagination which we may well ponder. At the same time it reveals to us some of the marvels of the workings of the human brain and the possibilities for revelation lying in future scientific experiment.

At the same meeting another scientist told that bathing in molten sulphur at noon and skating on freezing alcohol at night would be possible for the inhabitants of the moon if there were any, and if they were physically able to stand these temperature extremes. The experiments performed showed that only about 6 per cent. of all the heat falling on the moon is absorbed, the rest being immediately re-radiated into space. This again rouses our imaginative powers and introduces an additional thought, namely, that of the dependence of human life on its physical surroundings—that such life is not possible where molten sulphur at noon and frozen alcohol at night is one of the daily conditions of life.

Does our own earth thrill us with similar phenomena as does the more spacious universe? Can we contemplate the forces which have made it without getting a glimpse of the inspiration and the mystery back of it all? Consider the glacial epochs which covered with snow and ice vast areas of our northern continents, which continued for inconceivable periods of time and wrought far-reaching changes for the human life which was to follow: lake basins, blue, deep, and numerous, where none had been before; water falls and rapids, beautiful to the eye and ear and useful for water power; thin soil where the rocks have been denuded by the scraping ice masses; huge boulders, transported, dropped into fields, interfering with agriculture; picturesque stone fences overgrown with vines resulting from this invasion, these are a few of the characteristic features of an attractive, but for the farmer difficult New England picture.

What evidences of volcanic action are to be found in human life besides the glimpses of uncontrolled power vouchsafed in such places as Hawaii, where the Kilauea crater periodically overflows, and when it does not rouses in its spectator a feeling of awe and wonder? Many of our western peaks show extinct volcanoes in repose. The geysers of Yellowstone Park are evidences of former volcanic action. The lava, decomposed by weather conditions, furnishes the fertile soil in which grows our delicious Hawaiian pineapple. The Palisades of our beautiful Hudson stand out as permanent monuments. The medieval feudal castles of Edinburgh, Stirling, and other places on the continent of Europe are perched upon the top of volcanic intrusions. They are outlooks dominating the surrounding country, almost inaccessible, affording shelter and occupations to the peasants living in the plains below, when invading barons threatened to overrun their villages and attack their strongholds.

After lying below the ocean level for numberless years, land accomulations were raised by a gradual upward lift from the sea bottom, added to which came tremendous lateral pressures which folded and cracked the earth's crust. Thus were born our Appalachian mountains, which the elements of weather have cut down into parallel ridges with fertile valleys between. These mountains have been of vital significance in the development of our western movement. As we approach them from the east we see the well-known "skyline" running along for miles, broken only at long

intervals by wind and water gaps, through which streams have cut or are still cutting their way to the sea. One of these, the Delaware Water Gap, is among our loveliest bits of natural scenery. As lines of least resistance these river valleys early became Indian trails. White settlers followed them on horseback and with wagons in their search for more land and adventure. Eventually, when roads and railroads became the order of the day, *they* followed up the advantage shown them by their leaders. The history of transportation in our eastern and western United States becomes a romance when viewed in the light of its geographic background. What happened in the East happened also in the West. One needs but to read the fascinating story of the Oregon, California, and Santa Fe trails in order to feed one's imagination as one whizzes along in the modern, luxurious, transcontinental flyers.

In the Civil War the Shenandoah Valley, running longitudinally between the parallel ranges of the Appalachians, held a strategic position because it controlled the head waters of the rivers breaking through the mountains and connecting the cities of the coastal plain with the Atlantic Ocean.

One more type of the forces which have moulded our earth and determined the character of human lives. Some of the most fertile and densely populated river valleys, such as the valley of the Po in Italy, the valley of the Rhone in France, the valley of the Rhine in Germany, owe their existence to a slipping of the earth's crust—faulting it is called—which has tipped the floor of the valley, and has made it possible to deposit upon it silt brought down from the mountains by the streams. This fine soil and the protection afforded by the tilted rim of the valley make of these places some of the garden spots of Europe.

The title, "Geography and Human Life," has been chosen for several reasons. Geography to many people means merely location of places upon the map. This is, of course, an important phase of geography, but only *one* phase. To others it means products in an economic sense—what we can get from others, what we can give to others with the main purpose of increasing material prosperity. This is a justifiable point of view, because it represents the basis of trade and commerce. But it is still a very narrow conception of geography. Geography in its broad sense implies a close relationship between our earth and us, who inhabit it. We cannot exist without it, the earth without us would lose its significance. Man's relations to his environment are infinitely more numerous and complex than are those of the most highly organized plants and animals. There are two elements in this relationship between us and the environment into which we by accident have been born, which need consideration. First, the influence which the environment exerts upon us; second, the control which we learn to exercise upon this environment, this latter being the key to our progress and culture or development.

Responses to environment are unconscious and conscious. Unconscious at first, becoming increasingly conscious and self-directed. The step from the unconscious to the conscious came about by surplus energy, either physical or mental, by means of which thought was directed into new and hitherto untried channels. The probably accidental discovery of fire gave man a definite conquest over nature—he could keep warm, he could cook his food, he could keep wild beasts from entering his cave. The domestication of beasts of burden and the beginning of agriculture gave him another tremendous advantage, in that he became stationary as to his living quarters and could develop a family life not possible while he was a roamer over the face of the earth. This control over nature has been cumulative, so that at times we forget our intimate dependence. Then suddenly an earthquake, a tidal wave, a volcanic outburst, a ruthless storm such as has recently swept over Europe, brings home once more the conviction that we shall never be completely independent of our physical background.

Let me give you one illustration of the way in which development and increasing control of nature have taken place from the primitive down to our own times. Our forefathers, the Tree Dwellers, first came to live on the ground in better shelter when the women discovered that by bending young saplings and weaving in and out among them branches of evergreens, they could provide a shelter more comfortable than the branches of the trees and more safe for their babies than the cradles woven on the branches. The family and clan life having been established by necessity, the first baskets were woven of nature materials prompted by the mother's desire to bring home to her offspring some of the berries found at a distance. The gradual improvement in basketry weaving with its artistic elements founded in the natural impulse to decorate is a fascinating tale. The idea of weaving an open mesh net was prompted by a vine wound about a gourd, which gourd had long been used for carrying and preserving water. It was easier to carry this vessel by means of the vine, but the vine was not substantial, and it broke. Naturally, a clan which later came to live on the shores of the sea learned to weave nets of various kinds for fishing. When the pastoral stage was reached the wool on the backs of domesticated animals soon gave the impetus for weaving clothing as substitute for the rude skin covering worn heretofore. From this to mats and rugs was but a step. And so the development of weaving progressed through stage after stage, increasing in durability, variety, and beauty. It continued in the activities of our Puritan forefathers, reaching down to us in our machine age, with here and there echoes remaining of the ex-

quisite handwork of individuals. This original response to nature, while it continues to draw upon nature's resources, and while it persists as a response to *a universal* need, comes to control its environment to a greater and greater degree by learning to apply some of nature's laws in the more complex processes used in directing our modern machinery.

We spoke a moment ago of the fact that weaving as an activity has persisted in response to *a universal* need of mankind. It is this universal aspect upon which we are only just beginning to focus our attention. It is in this that the hope of the future lies. We must think of the people of the world as real living persons like ourselves, placed into a geographic background in which they needs must live, to which they must adjust themselves, and within the limits of which they must solve their problems and strive for progress. This is what people through the ages have done, and are still doing. Through such a perspective it appears that people the world over are much the same in that they have universal needs and universal aspirations for the higher things of life. Hence it is comparatively easy to establish with them a feeling of kinship. It appears that many of the differences between peoples are due to variations in their geographic background, and to their consequent efforts at adjustment. Keeping this in mind makes it possible intelligently to understand their modes of life, thus avoiding the creation of prejudices and notions concerning the "queerness" of anything which does not conform to our own habits or points of view. It appears, also, that all peoples have had a measure of success, and that all have made mistakes somewhere along the line, being human as are we. Hence, we stimulate tolerance and the conviction that among all people we may find, if we search, a contribution to the world's stored-up achievement, and that everywhere there may be lessons to learn from the experiences of others.

Struggle for the material possessions of the earth has caused most of the misery among nations in the past. Before the last war the commercial upward curves of Germany were crossing those of Great Britain at every point. Why is France trying to make permanent her control in the Saar basin—territory belonging to Germany—which after the war was handed over to France to exploit under certain conditions for a period of fifteen years? It is because of the rich coal resources which supplement the iron of Alsace-Lorraine. This Alsace-Lorraine territory has been a shuttlecock between France and Germany for ages because of its rich iron deposits. Why have Bolivia and Paraguay nearly gone to war over a boundary dispute? Not only because Bolivia, being landlocked, wants access to the ocean by means of river navigation—a geographic factor—but also because of the supposed presence in the disputed territory of oil, the possession of which is one of the greatest commercial assets of the present day. Why are we, the United States, trying to obtain concessions in Liberia, one of the few still independent regions of Africa way off on its western coast? Because of the possibilities for rubber plantations which will make the United States independent of the rubber resources in the hands of other nations. Why is Japan sending its inhabitants into one of the richest provinces of China—Manchuria—exercising greater and greater control, and thus creating a serious problem for the newly united China? Because of the desire for more land and food—again geographic conditions insuring greater material well-being.

Is there, then, no hope that the nations will cease this endless struggle for material supremacy and come together on a basis of friendliness and intelligent self-interest? Yes, just as soon as they can see that by injuring their neighbor they injure themselves, and that by doing teamwork with their neighbor they gain at least as much as he does. The only future for the Balkan States, which are not in themselves self-sustaining, and whose status in some ways is worse than it was before the war, lies in a recognition of this principle of co-operation. A central European Federation is a necessity if future progress and survival are to be assured. Already the United States is considering the advisability of economic intercourse with Russia on this basis of "intelligent self-interest." If it comes to pass it may bring about a better relationship with the to us largely unknown Russian people.

This point of view is not an idle dream, but a necessity which is slowly being recognized. It will probably take place first on an economic basis, being in truth "intelligent self-interest." War and discord are not biologically inevitable as claimed by a few. Individuals, communities, nations have already learned to live together in peace sufficient to guarantee a plane of moral decency in their intercourse. The Pan American Conference, the League of Nations, the World Federation of Education Associations are among the most prominent organizations which are working on a constructive basis to bring about better understanding and hence greater fellowship. They, and especially the League of Nations, have already achieved signal successes.

The world is coming closer and closer together. Arctic explorations are doing away with preconceived notions concerning those regions. Aviators are cutting down for us time and distance. Radio keeps us in touch, almost as soon as they happen, with significant events everywhere. The telephone has been said to have averted a war between Bolivia and Paraguay. We cannot escape contacts with our neighbors all over the world. Reason leads

us to realize that upon friendly relations depend the success and progress of us all.

In closing, I want briefly to give you one reason for the faith that is in me concerning the progress in good fellowship among the younger generation. It grows out of first-hand experience. The first experience was an international school in Southern Europe. Sixteen years old myself, we children between the ages of six and eighteen lived happily together under one roof. We worked as one, played as one, took excursions into the lovely country about us, enjoyed the privilege of good theatres and concerts. We spoke French two days, English two days, German two days, any language we wished on the seventh day. We learned the international language of literature, art and music. We came from the United States, Ireland, Scotland, England, France, Italy, Switzerland, Northern and Southern Germany, two from Constantinople, and one from Alexandria, Egypt. Our needs and aspirations were truly similar. We learned to know this as we mingled freely and formed friendships in our daily companionships.

The second experience was in the Normal School at Honolulu, where I was an eye-witness. English, Americans, Japanese, Chinese, Koreans, Hawaiians, Portuguese to my knowledge, and perhaps other nationalities, took life in close contact with one another as a matter of course. They, too, were working toward the same goal peacefully, contentedly, and profitably, facing the future with understanding and a fondness for one another.

"For there is neither east nor west,
Border nor Breed nor Birth,
When two strong men stand face to face—
Tho' they come from the ends of the earth."
—Kipling.

The explained and unexplained mysteries of our universe give to us inspiration and a vision of greater revelations ahead.

The progress through the ages of human life on earth shows us our dependence upon our geographic background and at the same time our increasing control of its conditions.

The adaptability of our youth, their universal needs and aspirations convince us of the reasonableness of expecting from the future better results in the fine art of living together.

The young people can be freed from the traditions and prejudices of the past. They can go forward with a modern unbiased outlook. They shall see visions, dream dreams and do deeds to give our little earth an upward lift. And they will do it,

"EACH IN HIS OWN TONGUE."

A fire mist and a planet,
A crystal and a cell,
A jelly fish and a saurian
And caves where the cave men dwell.
Then a sense of law and beauty,
And a face turned from the clod.
Some call it evolution
And others call it God.

A haze on the far horizon,
The infinite, tender sky,
The rich, ripe tint of the cornfields
And the wild geese sailing by.
And all over upland and lowland
The charm of the goldenrod.
Some of us call it Autumn
And others call it God.

Like tides on a crescent sea beach
When the moon is new and thin
Into our hearts high yearnings
Come swelling and surging in.
Come from the mystic ocean
Whose rim no foot has trod.
Some of us call it longing
And others call it God.

A picket frozen on duty,
A mother starved for her brood,
Socrates drinking the hemlock,
And Jesus on the rood.
And millions, who humble and nameless,
The straight, hard pathway plod.
Some call it consecration
And others call it God.
—William Herbert Carruth.

Education: Its Achievements

Education multiplies the points of contact with environment; trains man to interpret, to modify, and, in a measure, to control environment; and leads him upward from savagery toward his Maker. Through education we have discarded the strongback method of advancing civilization — the method which reared the pyramids and built the ancient temples. Through education we have lifted the burden from the sweating backs of men. Through education we have raised the standard of living; enlarged the circle of those who can eat white bread till it circumnavigates the globe. Through education we erect our skyscrapers, span rivers, bore through mountains, annihilate distance, reduce the ravages of disease, and distribute more equally the blessings of prosperity. Through education we are bringing nearer a realization of the brotherhood of man and are welding the nations of earth into one great family. Through education our lamp of reason is lighted and set in the candlestick to give light to all the house. No longer is it hidden under the bushel of superstition and fear.

—Frank D. Boynton, Superintendent, Ithaca, N. Y.

Why the Junior High School?

By JASPER T. PALMER
Mount Vernon, N. Y.

IT IS THE business of the junior high school to fit its organization to the needs and capacities of the individual members of the school. This means that every opportunity should be offered in the school whereby latent talents and capacities shall be developed in each individual, and the work so organized that it not only meets the interests and needs of each student, but permits him to progress, so far as possible, at his own rate of speed. Realization of these ends is attained by the organization of differentiated courses, the arrangement of classes on ability bases, and courses of study made so flexible and so objectified that each student has an opportunity for individual recognition and progress.

In allowing for individual differences and the varying rates of progress, students should be held up to the full measure of their capacity—each doing his very best. To assist teachers in judging limitations, talents, etc., use needs to be made of intelligence and achievement tests. Following such a program helps to eliminate failures caused by attempting to carry a whole class over a given course of study with the same rate of progress. The stigma of failure and being required to "repeat" because of inability to move along with the group as a whole is unwarranted and wrong. The real promotion by subject means progressing at one's own rate of speed, rather than trying to cover the full course in a given time, failing it because of inability, and being required to take all the work over again with the on-coming class.

In the book work the general aim should not be a matter of presenting facts to be mastered by the classes; rather, to present materials in such an interesting way that each individual will be stimulated to search for further knowledge on the subject and do some real thinking for himself. It is on such progress that students should be marked rather than on periodical tests, which attempt to examine a student's retentive powers for what the teacher may have passed out to him in predigested fashion.

The seventh year and a part of the eighth year one should be in a fair position to determine the courses to be followed through junior high school, senior high school, and in some instances, the proposed college work. Throughout the grades the boys and girls encounter many exploratory aspects. This applies to the field of academic work as well as hand work. During the entire three years it is the business of the guidance directors, including home room teachers, the counselor, and the principal, to help students find their special interest and abilities and to lead students aspiring for collegiate and professional careers to see and appreciate their limitations. However, students desiring the college preparatory, or language course, should be permitted to take the ninth year academic work for its more or less cultural values, with the understanding that if they wish to continue, they must make a thorough foundation for themselves in English, the chosen language, and mathematics. One finding himself weak in the foreign languages should be strongly advised to discontinue the subject in the senior high school, but a language should be so handled in the junior high school that the student gets from it valuable work in the way of realizing its contribution to the English language, its historical background, etc. He should not suffer the humiliation of the feeling of absolute failure and wasted time. In other words, one's best is recognized here as in other fields of the junior high school program. This would be equally true of typewriting, or other subjects which are started in the junior high school and completed in the senior high school.

Finally, the purpose of the junior high school is to adjust its work to the needs and capacities of every individual student, carrying through to a completion the courses of study units in the junior high school for students of normal intelligence and better. For those of lesser intelligence courses of study should be adjusted to meet their needs and capacities—a course of "minimum essentials." The junior high school should thoroughly advise the senior high school as to students' accomplishments, their limitations, etc. The senior high school should take up these needs as it finds them, and so organize its work that those of normal capacity may progress at the normal rate of speed and in the traditional manner. It should see that those of limited abilities be given such work as they are capable of doing, and thereby meet the desire of the taxpayers to give their boys and girls some kind of a higher secondary education.

All the above centres around the academic side of the junior high school work. Educational guidance and book work is but a part of the general scope of the junior high school field. Health education is basic, and it is the office of the junior high school to lead its students in proper health habits and general physical training. Equally important is the emotional, aesthetic, and moral training. The greatest contribution to these ends is in the personality and attitude of the teaching staff itself.

Activities in which boys and girls are definitely

interested, stimulated by thoughtful teachers and counselors, make for successful work and accomplishments in the junior high school. It is the real interest and the motivated activities that make for building the whole child, physically, morally, and intellectually.

He Sold His Blood

By O. H. BENSON
New York City

HISTORY records the story of how young men have volunteered in the service of country, and have given their life's blood for country. Less spectacular, perhaps, are some of the stories of sacrifice and achievement in behalf of better manhood and in behalf of securing an education. There are thousands of young men in universities and colleges of our country every year who have too much easy money and very little ambition to make proper use of it in securing an education, much less in the development of the right kind of character. But on the other hand, there are thousands of young men and women who are sacrificing much of their best years of youth, deprived of common pleasures, comforts, and recreations in order to achieve the thing which we choose to call education and in order to some day be known as educated.

Many instances have come to our attention during a lifetime of heroic and courageous struggles which have resulted in achievements and great service to humanity, because of these early sacrifices of young men and women while getting their education.

Here is one story, characteristic of many American youths, and illustrates to what length some will go to educate themselves and better fit themselves to meet the great issues of life. Leif Dahl, a young man raised in Emmet County, Iowa, worked his way through high school at Estherville. Immediately after graduation he worked his way to the East, landing in Washington, D.C., where he canvassed all the shops, factories and mills for work, finally securing a temporary position to take the place of a man who was taking a vacation. As soon as the man returned to take the position, Leif was out of work; he came to New York City and to our office in Department of Rural Scouting, Boy Scouts of America, and asked for suggestions as to how best to proceed in this great metropolitan city to secure work that would help him to go to Columbia University and take his college course. We suggested that he consult the employment bureau of a famous restaurant with the result that he secured a position as cashier in one of the restaurants and during the time he was cashier at night he was able to take a complete college course at Columbia University during the day. Later he secured co-operation from the faculty, and was able to get a scholarship which helped him out on a position as a guide, companion and tutor to a young man in the home of one of the Columbia University professors, where he secured his board and room and an income of $15 per week. He found, however, that this was insufficient funds to carry all the expenses of books, clothing, and the many other modern college incidentals, so he learned that in one of the nearby hospitals they were paying liberally for good healthy human blood for transfusion purposes. After investigations he presented himself at the hospital and offered his blood for transfusion purposes in the cause of health and healing of some patient at the hospital. He was examined thoroughly and his proposition accepted, and thus he sold his blood for money in order that he might pay his way in Columbia University and make further progress to be educated. By the time this article appears the young man will have sold, for a second time, his blood as a contribution to help some individual recover health and by this act replenish his college fund.

The great pity of it is that in this great land of wealth and millionaires that any young man anywhere should have to resort to methods of this kind in order to secure an education.

Last year 500 men gave over $1,000,000 each to philanthropy, and yet young men like this are still going on selling their life's blood in order to secure an education. During the past eight years $17,000,000,000 has been given by philanthropists of our nation and yet nowhere in this whole scheme of philanthropy does there seem to be a place where enough money can be secured to properly educate a young man who has the courage, the health, the heart, the mind and outlook on life to make the sacrifices for a well-finished education. Aren't there some friends in America who can endow an institution or produce a fund in order to make possible an easier road to education and more of equity in the economics of our program of education?

Leif Dahl is a country boy from Iowa,—thousands of other boys like him are yearning for education, better training and success, and are willing to go the limit to "Be Prepared" for greater and more useful citizenship. Let's help them!

Personal and Professional

MISS ANNA E. LOGAN, assistant superintendent of Cincinnati for fourteen years, having been one of the first appointments of Dr. Randall J. Condon, has resigned, to take effect at the close of this school year. Miss Logan has been one of the most prominent women in education, and in various civic activities in the state. She has been secretary of the Department of Superintendence of the National Education Association, and there has been no year since before she went to Cincinnati that she has not had some executive position in social, civic, or educational work, local, state, or national.

She was on the faculty of Miami University before she was elected at Cincinnati, and she has always been among the most effective platform leaders in the country.

DR. GEORGE L. HARMON, on the faculty of Slippery Rock, Pennsylvania, State Teachers College for forty-four years, has been honored by his co-workers in several delightful functions. Thousands of the graduates have been in his classes, and he won the ardent appreciation of all of his students.

W. F. L. SANDERS, high school teacher, Connersville, Indiana, was superintendent of Connersville, and gave the schools a fine start, and Lotus D. Coffman, now president of the University of Minnesota, and Guy M. Wilson, now a professor of Boston University, brought fame to themselves and reputation to the city following Mr. Sanders, who has created some highly useful textbooks, chief of which is his "Studies in Words," a "speller" of 274 pages.

Mr. Sanders was ahead of all the makers of modern spelling books, but we can think of nothing in the latest scientific and psychological spelling books that is not in his spelling book, published a quarter of a century ago, and he has some features that could well be adopted in the best spelling books of today.

For instance, "When I think of bat, I think of ball, game, umpire, pitcher, etc.," and he learns to spell words in the groups in which they come to his thought.

In a spelling lesson of forty-five words there are more than two hundred words that the child would be likely to want to use in writing these forty-five words. This feature of Mr. Sanders' book is delightfully worked out.

MERLE C. PRUNTY, who has been principal of the Tulsa Central High School for eleven years, is unanimously elected to the superintendency of Tulsa for the full term of three years. He has never identified himself with any faction, which has been no easy matter in these eleven years. He has made it his business to mind his own business and make one of the best high schools in the United States, and in this he has succeeded.

Mr. Prunty has had high recognition in the National Education Association and in other national organizations. He has earned this recognition by professional service in the study of special educational problems.

HARRY JEWETT JESCHKE, senior author of the Jeschke-Potter-Gillet series of "Better English" (Ginn & Company), was honored by Rollins College at the recent commencement with the degree of "Doctor of Humanities," which applies ideally to his literary and social service.

E. NEWTON HARVEY, professor, Princeton University, has an accumulation of information on "Luciferin," the oil used by the firefly in producing light without heat, a chemical action which seems miraculous in that it never exhausts the supply of "Luciferin."

He recently gave an address on "Animal Light" before the American Institute at Cooper Union, which was the most illuminating revelation of this illuminating age. He has listed 200 separate species of animals definitely known to be able to produce light.

The "Luciferin" combines readily with oxygen, yielding a by-product of light just as the burning of coal yields a by-product of heat. But the "Luciferin" is not gone forever as coal is when it has been burned. Instead, it can be regenerated in the firefly's body, providing new fuel to be "burned" again.

MILDRED WEIGLEY WOOD, state supervisor of home economics, Arizona, and associate editor in home economic s of the Century Vocational Series, selects and prepares for publication the volumes of the series devoted to home economics. She has earned this recognition of her ability by distinguished practical service.

EDGAR F. ALLEN, Elyria, Ohio, president of the International Society for Crippled Children, who has devoted many years to the education of crippled children of the United States, has now interested leaders in other countries, and at the first international meeting in the interest of crippled children in Geneva, July 28 to August 2, every European country will be represented.

School Problems

Edited by a School Executive

278. Do you believe that first-grade children can be taught at home? (Illinois.)

Anybody can be taught anywhere by a good teacher. A mother, unless she is a teacher, cannot as a rule do a first-class job, but I have known mothers who did a very good job teaching their children the work of the first grade at home. The work should, if possible, be carried on under the advice, direction or supervision of the school or school system to which the child expects to go. In this way there is no loss of time or effort, and a happy understanding precedes his entrance to the regular classroom. Most school leaders are only too glad to give every assistance possible in such a case.

279. Should we have a definite character program in our schools? (Montana.)

A definite program in character education is a safeguard in many ways. It sets up definite goals, procedures and times of presentation or focus. This assures you of attention being paid the subject by all teachers where the program operates. It should be elastic enough to permit the teacher to present or press a lesson in character called forth by an opportune happening. It should further and in no way limit incidental or general character training through habit fixing which goes on all the time. Rather it should direct it through an all inclusive plan adapted to grade levels.

Different mental levels or stages of growth seem to be ready for the understanding and assimilation of different qualities or virtues, and a well-planned program provides for the presentation of the right traits at the best time. The psychological principle of particular as well as general attention to a subject is particularly true in character trait teaching.

280. What should a school system do in the line of physical corrective work? (Mass.)

Posture clinics are held in many schools where posture defects are studied and corrective exercises and directions are given under the school doctors, nurses, and physical instructors. The work is usually carried on in small groups and on an individual basis. Affiliation with some college in physical education where the worse cases can get frequent expert attention is a fine plan.

The condition of each pupil should be carefully outlined to all teachers who have him and their interest and assistance solicited. The work must go on constantly. Exercises and new posture habits are the hope. Therefore such co-operation is most essential. Where children need artificial supports many schools get them at cost price or have funds they can use for the less fortunate child.

As in all kinds of work we should meet the needs of the child in every way we can. Posture is a very important factor in our health work, which comes first in our major objectives.

281. Do you believe in children who fail to make the grade studying during the summer and being promoted on trial in the fall? (New York.)

As a practice—No. There are exceptions, such as a child being absent and simply losing the exposure to subjects which he may get under favorable conditions in the summer, but this practice of cramming and pulling and pushing a child to get him into a class in September for which he was not ready in June is not good psychology. He may get the habit of leaning, waiting for his mother or some one else to drag him just through the gate with as little effort as possible on his part. Landing him in the lower half of his class is bound to make him a second-rater at best. In life he must drag himself over the top. The sooner he learns that the better.

Summer study should as a rule be of a different character, such as is found in a good playground program. Tutoring in regular class work during the summer is not as a rule fair to the child physically and socially.

282. For how many years should the superintendent of schools be elected? (Wis.)

The number of years a superintendent is elected for depends on the size of the place and other local factors. Most places still elect him for one year. This may be a good way to try a man out, but it isn't a good way to keep him, particularly after the first few years. Many state tenure laws protect him after the probation period of three years, the same as teachers.

The longer appointment for three, four and even six years is becoming more popular in the big cities. It saves, guards the system against sudden loss and attracts bigger men who demand security of office for personal and professional reasons. Professionally the one year doesn't give a superintendent any time to form plans or try out policies to any extent, and so is unfair as far as giving him a chance to show what he can do. With the stabilizing of the profession the length of term is gradually lengthening.

EDUCATION IN ACTION

Working Students Excel Others

Students working their way through the University of Rochester have attained a higher scholastic standing than those who have had all their time to devote to their studies, according to a survey of the men's class of 1928 by Professor Charles W. Watkeys of the mathematics department. Seventy per cent. of those who answered the professor's questionnaire were employed, but attained an average grade in their studies of 75.07 per cent., while the 30 per cent. who did no outside work had an average of 71.56 per cent. The highest average grade of an employed student was 87.5, while nine had averages above 82. Only three unemployed students ranked higher than that. Eight employed students reported that they were working thirty hours a week, three were employed for thirty-five hours a week and one was working forty hours every week.

Reactionary Tag For U. S. Teachers

The great majority of the educators of America are branded as super-conservative and reactionary in their social and political beliefs and precepts, according to an inquiry among more than 3,000 educators of all classes in the different states, a report on which was made public at Teachers' College, Columbia University. The survey, which proves that average American teachers entrusted with the training of millions of youths, are "dangerously conservative," was made by Dr. Manly H. Harper in conjunction with Teachers' College. The severe indictment is returned after an exhaustive study of the teacher's prejudices, attitudes and background. Following are the percentage results of four of the more obvious queries included in the survey: 1—Seventy-seven per cent. of the educators contended that "one should never allow his own experience and reason to lead him in ways that he knows are contrary to the teaching of the Bible." 2—Fifty-one per cent. went on record as declaring that "for the improvement of patriotism our laws should forbid much of the radical criticism that we often hear and read concerning the injustice of our country and government." 3—Fifty-seven per cent. asserted that "as a rule the laborer has as favorable an opportunity in this country to obtain a fair price for his labor as his employer has to obtain a fair price for the goods the laborer produces." 4—Forty per cent. declared that "very large fortunes gained in this country have, in almost all cases, been obtained by porportionately large service to the common welfare." The survey finds that "with rare exceptions, American educators have done little fundamental thinking relative to our more vital social problems. With a frequency and definiteness compelling monotony of reiteration, the study has shown from many angles that, other things being equal, the greater the conservatism the less stable, the less independent, the less consistent, the less scientific in attitude is the thinking on problems involved in the test. Conversely, it has appeared that the greater the non-conservatism, the greater the resources adapted to reflective reaction to the more primary and essential social conceptions and issues. It would seem that conservatism is characterized not by caution and alert inquiry, but by dangerous and satisfied blindness. By its very nature it cannot create, neither can it conserve." The survey included such moot questions and fundamental divergences of opinion as Fundamentalism, heretic trials, anti-evolution laws, modernism, humanism, one-hundred-per-cent. Americanism, Socialism, development and control of superpower, demand for nationalization of coal mines in the United States and England, wage reduction in the textile industry and the ensuing strikes in Massachusetts and New Jersey, inheritance taxes, "dollar diplomacy," American oil interests in Mexico, the Monroe Doctrine, military training and "preparedness," the World Court and the League of Nations.

Unique Club Formed by Students

A "woman-hater" club has been organized at the University of Denver. Members of this select organization must never be seen conversing with a woman, save for necessary business, and all dates with the fair sex are out of the question. Each member of this unique society is known by a red button worn in the lapel.

Teacher-Training Costs Tabulated

Among state teachers' colleges sixteen schools with an average annual enrollment of fewer than 400 have an average per capita cost of $439.67; forty schools, having an enrollment between 400 and 700, have an average per capita cost of $355.37; thirty-two schools, between 800 and 1,199, have $297.74; twelve schools, between 1,200 and 1,599, have $233.51; ten schools, between 1,600 and 1,999, have $194.80; and seven schools, with an enrollment of 2,000 or more, have an average annual per capita cost of $263.46 for all current expenditures, says the Bureau of Education.

Negro School Aid Covers 15 States

From an initial gift of $300 in 1914 for a public school at Loachapoka, Ala., aid from the Julius Rosenwald Foundation of Chicago in educating the Southern Negro child now approximates $5,000,000, S. L. Smith of Nashville told the closing business session of a joint conference of officers and field agents of the General Education Board, the Rosenwald Foundation and the Jeanes-Slater fund, in Atlantic City. Public schools for Negro children aided through the philanthropy of the Rosenwald Foundation now number 4,393, according to Mr. Smith, who is director of rural schools for the Rosenwald fund. Schools in which the Foundation aided in financing had an attendance in excess of 554,000 during the last scholastic year, representing thirty-eight per cent. of the total Negro school children registered in the fifteen states.

Wants to Inflame Youth's Intellect

Dr. Robert M. Hutchins, dean of the law school of Yale University, who will become next September the youngest president of a large university in this country, outlined his educational belief before this year's graduating class at the University of Chicago. Dr. Hutchins delivered the convocation address. After deploring the belief that youth's mind should be settled and hardened to staid ideas and prejudices, Dr. Hutchins said: "My view of university training is to unsettle the minds of young men, to widen their horizons, to inflame their intellects. It is not a hardening or settling process. Education is not to teach men facts, theories, or laws; it is not to reform them, or amuse them, or to make them expert technicians in any field; it is to teach them to think, to think straight if possible, but to think always for themselves." Dr. Hutchins attacked parents who pamper their children, allowing them to go along without relying on themselves.

Survey of Education Organized by Wilbur

An advisory committee on education has been apppointed by Secretary Wilbur to study the relations of the national government to education. The committee, which is composed of forty-six representatives of educational institutions and of organizations interested in education from every section of the country, has been divided by the Interior Secretary into three sections. Federal activities in education will be studied by the first; Federal grants to colleges by the second, and Federal grants to schools of less than college grade by the third. Charles R. Mann, director of the American Council of Education, has been named general chairman of the entire committee.

German Students Suit Jobs to Temperament

German students who are graduating are deciding the routes by which they will enter the business world on the theory that a job should be chosen, not only because of its mental appeal for the candidate, but also because it is physically the best suited to his or her own physical make-up. Working on a skyscraper scaffolding and driving a car are, according to extensive medical tests, the two occupations which have the most soothing effect on the nerves. Acting, journalism, law and office work, on the contrary, have been found to be occupations tending above all others to produce frayed and unstrung nerves.

Girl Students Link Marriage and Career

Marriage and a career can be reconciled, according to the overwhelming opinion of the 600 graduating students of Hunter College, as voiced in a questionnaire made public. Twenty-eight per cent. disagreed with this opinion. A few approved the combination in theory, but were unwilling to attempt it themselves. Nine possible careers are being considered by the graduates, with teaching far in the lead, graduate study second and marriage third. Occupations ranging from foreign correspondents to salesgirls in department stores and social service were listed.

Humane Crusade By School Children

Whip collecting—not as a fad, but for humane purposes—has come into vogue among the children of one New York public school. The collection has been made by members of the Humane Society of Public School 95, as a lesson to drivers who beat their horses in the vicinity of Clarkson and Houston streets. The children's activities on behalf of maltreated horses are not the full extent of their endeavors. So thoroughly do they patrol the streets and so efficiently have the young crusaders observed infractions of the law and reported them to the S. P. C. A., that the neighborhood has come to be known as "Animals' Paradise" among the drivers of vehicles, motorists as well as the drivers of horses. And, as there are about 500 members of the society, the chance of a brutal driver escaping detection in the district is small, and conversely the number of animals aided is proportionately large. The amused residents of the neighborhood say that dogs or cats are able to cross the street with impunity and that orphaned or abandoned kittens are not left long in the ash cans and scrap barrels thereabouts.

Education Extended To Louisiana Jails

Louisiana's campaign to advance adult literacy has been extended to its penal institutions, according to T. H. Harris, State Superintendent of Education. Instruction has been provided for about 60,000 and is expected to reach 40,000 more before the next federal census. Louisiana's percentage of adult illiterates was highest in the United States in 1920. Commenting on the campaign, J. E. Lombard, director of certification in the department, said: "Even our most sanguine expectations are being more than realized as to the effectiveness with which the desired results may be achieved with these mature illiterates."

48 Years In Service

School officials and teachers of Port Jervis, N. Y., presented to Miss Emma Perry of the Riverside School faculty a pearl necklace as a farewell gift. She will leave the city school service this month after completing forty-eight years as a teacher. Superintendent Naylor presented the necklace to Miss Perry, in behalf of her associate teachers. She will retire June 26. James Gillinder, school trustee, joined with the superintendent in praising Miss Perry's loyal and efficient service to the city in the schools since 1881.

Mexican Students Seize University

Two thousand striking students took possession of the National University in Mexico City recently and seized several officials as hostages for the resignation of the Recotor, Antonio Castro Leal, which they have demanded. The hostages offered no resistance and there was no violence. A permanent guard of 100 strikers was placed over the building until such time as their demands were met. The students have been on strike primarily because monthly examinations were substituted for term examinations, for about a month. It had been thought that the trouble was settled through the intervention of President Potes Gil, who obtained permission from Congress to declare the university an autonomous institution, free from the control hitherto exercised by the Department of Public Instruction. The President refused to order the resignation of the rector and the students declined to compromise.

Bare Leg Fad Banned in School

Girl students of the Connellsville, Pa., high school have found they cannot attend classes sans stockings. The fad broke out, and half a dozen young women returned home for hosiery before they were permitted to study.

Rural School Buildings Improve

The number of rural school buildings satisfying modern educational demands has increased greatly during the past decade. This is indicated by information received by the United States Bureau of Education from many states. According to a report from Michigan there were in that state in 1915 only twenty-two rural school buildings in which lighting, heating, ventilation, sanitation, seating and interior arrangements were in accordance with best present-day standards; January 1, 1929, there were 985 such buildings. Reports from other states show considerable activity in providing the right kind of school buildings. However, in rural areas there are many communities with deplorable and inadequate building facilities where little or no improvement has been made within fifty years. This is particularly true of many districts having one-teacher schools, the ones which above all need first-class facilities.

Pupil Progress In Small Schools

The progress children make in school is closely related to the size of the school they attend, judged by results of a recent study of rural education in West Virginia. According to tests given the school children the combined achievement scores of pupils in grades 5 and 7 varied with the size of the schools from approximately 94 in one-room schools to 99 in nine-room schools. Not only were the scores lower in one-room schools, but the children averaged one year older than those attending the larger schools, offering an added evidence in favor of the consolidated schools. Other interesting findings of the survey concerning school progress are that scores made are in almost exact proportion to the length of the school term prevail-

ing in schools attended by the children scored, and that regularity of attendance and professional supervision are important factors favorable to school efficiency.

Plans $9,000,000 Science Centre

Announcement of a gift of $1,500,000 from the general education board for assistance in the development of a graduate centre of scientific research in the border fields between the biological and physical sciences at Cornell University has been made by President Livingston Farrand. The gift is conditional on the university obtaining a similar amount by June 30, 1930. This is the first step toward the realization of a plan which will require for its completion the addition of approximately $9,000,000 to the resources of the university. About $1,000,000 of the larger sum will be used for a new building to be used solely for graduate instruction and research. The remainder will be used for the endowment of the teaching staff and equipment.

Gov. Allen Appoints School Commission

Under an act of the Massachusetts Legislature which provides for a study by a special unpaid commission of the general question of increasing the educational requirements of the Commonwealth and of certain related matters, Governor Allen has named the following persons to serve on the commission: B. Preston Clark of Boston, Dr. Zenos E. Scott, superintendent of Springfield schools, and Martin T. Joyce of Quincy, secretary of the State Federation of Labor. In his inaugural message the Governor recommended that the compulsory school age be raised to fifteen years and the present study was authorized as a result of the Governor's recommendation.

Factory Women Take College Course

Forty-one young women factory workers, whose nationalities represent ten countries, have been accepted as students by the Barnard Summer School. Many of the girls have never attended a daytime school. The young workers will study problems, English literature, composition, history, science, music and public speaking in a course that will be given them free of charge. After August 10 they will resume their work in the woolen mills, garment factories and in the needle trades that have supplied the summer enrollment in Barnard's novel educational project. The purpose of the school is to give workers a clearer insight into the problems of industry.

TREND OF THE TIMES

"IN AMERICA," recently declared H. Gordon Selfridge, English department store owner, "there are a million and a half laws, of which a million and a quarter have been forgotten and two-thirds of the remainder are no good at all." "In America every business man is happy when the Government has adjourned for the moment and leaves him to do as he chooses. Gentlemen are appointed to certain posts, and then begin to get busy and control those who know just as well as they do what's best."

IN NEW ENGLAND States the total monthly farm value of perquisites and wages to farm hands is $88.15, according to a survey by the Federal Bureau of Agricultural Economics, which finds that there is a favorable comparison between wages of hired farm hands and industrial wages for comparable work, when allowance is made for such perquisites as board, rent, food, etc. Pacific states average $104.98 a month and mountain states $90.94, while the East South Central range averages $55.72 a month.

ALMOST every liner departing from the South African ports is now carrying many crates of roaring, scratching, cooped-up ferocity, for never in the continent's chronicles has there been such a boom in the wild animal trade as at present. Business with wild beast merchants of America and Europe has increased to an extent unheard of a decade back. Zoos are being established in many United States cities; others need enlargement, and from Europe Africa now obtains innumerable orders for "live stock" to replenish cages depopulated by the World War.

"WE HAVE RECEIVED nearly every frequency in the spectrum from the lowest relation to the highest, which is known as the Milliken Cosmic Ray," declared Hiram Percy Maxim, the inventor, recently. "Is it not odd that of all these radiations from inter-stellar space there is not a scintilla of evidence that any of these radiations were sent out by an intelligent being. So may we not judge from that that on this little earth of ours resides the only intelligence of all cosmos?"

COUNTING past service of all members of Congress and giving them credit for a full year for their work in the present or first session of the Seventy-first Congress, Senators and Representatives have served a total of 4,449 years, or an average of 8.37 years. Based on the same figures, the average service of each Senator is one full six-year term and 2.37 years of a second, while the average for each Representative is four full two-year terms and a start on a fifth term.

NEW YORK'S speculation fever has spread to the European Continent and the Paris Stock Exchange is today the second largest speculative market in the world. The daily average of shares changing hands on the "official" market so far this year hinges between the 800,000 and 1,000,000 figures.

TWO MOST serious problems that Japan must face are a declining industrial output in almost every line except textile products, with an adverse trade balance that eats every year into her gold reserve, and the necessity of importing foodstuffs to feed her growing population, imports that must be paid for by manufactured exports, according to Halleck A. Butts, Commercial Attache of the United States at Tokyo.

SOONER OR LATER the talking movies are going to finish opera, not only in the United States, but all over the world, according to a prediction by Mary Garden. The celebrated prima donna's opinion has reverberated not only through the press of this country but Great Britain as well.

IN THE HOPE of diverting to other purposes much of the money now spent in Russia for liquor, the educational authorities have launched a campaign for the "kinofication" of the country. An expenditure of $250,000,000 is proposed over a five-year period. The money would be used to construct theatres in towns and even the smallest of villages, and clubs in workingmen's settlements would be equipped for the showing of films.

HAZARDS of modern civilization, according to Dr. John H. Finley, which give rise to accidents or death are: matches, cigars and cigarettes, celluloid toys, electric irons, gas leaks, Fourth of July celebrations, bicycles, street cars, scooters, skating, shotguns, rifles, motorcycles and automobiles. In a world with such conveniences, he said, we have to live with more alertness, even more than the aborigine in a wholly hostile world, and with a more thorough and varied preparedness.

The BOOK TABLE

BEGINNING CHEMISTRY. By Gustav L. Fletcher, Herbert O. Smith, both of New York City high schools and Benjamin Harrow College of the City of New York. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Chemistry is the major school science, largely due to the discoveries and applications in the last decade. Long before the history of anything or anybody was written, chemistry was known and used, and since history began to function it has made vast strides, but never has it struck the pace of progress that it has in recent times, never was it so vitally necessary that every one should know chemistry as it is now.

New York City is rendering an invaluable service when these expert scientific teachers of modern chemistry bring the science and its application within easy reach of students in high schools.

This text makes the beginning of chemistry fascinating. From the first it introduces the student to facts that are a series of revelations. "Beginning Chemistry" makes every student an adventurer who is always discovering something that gives him a thrill of new wealth of knowledge.

ENGLISH LITERATURE and a COMMENTARY. By Brother Leo, Saint Mary's College, California. 738 pages. Boston: Ginn and Company.

The rare quality of this remarkable school text on English Literature for high schools and colleges is in the high literary style and spirit of every paragraph of the author, which prevents the tragic gap in many English Literatures between the classic selections and the crude English of the comments.

In this "English Literature" the author has taken the time and has the talent to enter into the spirit and style of every master with whom he deals, and with every selection of each master, so that he literally gets and gives the classic touch of every selection in his comments. It is refreshing to find English masterpieces set in the masterful English of the commentator.

THE RURAL SCHOOLS OF NORWAY. By Arne Sigurd Jensen, Ph.D., Oregon State Normal School, Monmouth. Cloth. 280 pages. Boston: The Stratford Company.

Interest in the schools of Norway has not slackened as in the case of the countries that were educationally demoralized by the World War. There has been slight change in the schools of Norway in the twentieth century.

While much has been published about Norway's schools, little has been written of her rural schools, and America has much more to learn from Norway's rural schools than from any others.

Dr. Jensen has presented the subject with a view to making it attractive as well as informing to American school people.

HOLIDAY POND. By Edith M. Patch. Illustrations by Wilfred S. Bronson. Cloth, 7 by 8 inches. New York: The Macmillan Company.

We indulge in a personal license to say that this is an irresistible, charming book, telling the things any one young or old is pleased to know about every animal, bird, insect and plant that lives in or visits a pond, summer or winter, and tells in the daintiest kind of a way how their young come into being, how the frog enjoys the winter of senseless inactivity, how he wakes up in the sunshine and makes love to his mate and is never interested in what happens to the eggs she lays on an alder bush, and never knows or cares which tadpoles come from her eggs. The story of the tadpole's life is as fascinating as any fiction. No scientist tells the story of a tadpole more correctly and no poet sounds its praise more sweetly.

And every mysterious incident in floral and animal life is revealed as beautifully as are the nature and life of frogs.

THE KINGDOM OF CHILDHOOD. By Edith Lelean Groves. With decorations by Maude MacLaran. Cloth. 107 pages. Toronto: Warwick Bros. and Rutter, Limited.

This is not only a book of charming verse for children, but it has a fascination for whoever has children with their problems to deal with.

The author first of all knows children in real life, loves them because they are children just as some men like a dog because it is a dog.

Miss Groves is so infatuated with her knowledge of children and loves them so intensely and sweetly that she has a genuine passion to make other people know children so that they will love them as she does.

Eugene Field wrote about children in a way that made grown-ups go back to their own childhood. James Whitcomb Riley wrote from the child's standpoint of the child who read his rhymes. Field rhymed about them. Riley rhymed with them. Miss Groves does both, she makes grown-ups love children and makes children glad that they are children.

Books Received

"Animal Biology." By Henry H. Lane, Ph. D.—"College Textbook of Botany." By David M. Mottier. Philadelphia: P. Blakiston's Son and Company.

"Elementary Statistics." By J. Harold Williams.—"Theory and Technique of Women's Basketball." By Marjorie E. Fish. Boston: D. C. Heath and Company.

"Agricultural Education in the United States." By Whitney H. Shepardson. New York: The Macmillan Company.

"The New Spirit." By John F. Volkert. Boston: Meador Publishing Company.

"Stone-Mallory Modern Plane Geometry." By John C. Stone and Virgil S. Mallory. Chicago: Benj. H. Sanborn and Company.

"Voyages of Great Pioneers." By Vincent T. Harlow. London: Oxford University Press.

"Science of Creation." By Newton N. Riddell. Des Moines, Iowa: Vital Christianity Publishers.

"Social Economy." By Ezra Brown. New York City: Silver, Burdett and Company.

"Billy Gene and His Friends." By Maude Dutton Lynch. Boston, Mass.: Ginn and Company.

"German Idiom List." By Edward F. Hauch. New York: The Macmillan Company.

"Law Observance." By W. C. Durant. New York: Durant Award Office.

"School Shakespeare." New York: Oxford University Press.

"Everyday Doings in Healthville." By Emma Serl. New York: Silver, Burdett and Company.

"The New Wide Awake First Reader." By Clara Murray. Boston, Mass.: Little, Brown and Company.

"Steer for New Shores." By Susie M. Best. Chicago: Beckley-Cardy Company.

"Uncle Sam's Farm." Chicago, Ill.: The Quaker Oats Company.

"Devault Primary Reading Tests."—"Witham Geography Test of the United States." Los Angeles, Cal.: Research Service Company.

"Experiments in Teacher College Administration." By G. Frasier and assistants.—"The Pedagogical Value of the True-False Examination." By A. W. Cocks.—"Art Education in Elementary Schools." By F. V. Nyquist. "The Value of Homogeneous Grouping." By T. L. Purdom. Baltimore, Md.: Warwick and York, Inc.

"Better High School English." By Lapolla and Wright. New York: Noble and Noble.

"The New Wide Awake Fourth Reader." By Clara Murray. Boston: Little, Brown and Company.

"Emma Willard." By Alma Lutz. Boston: Houghton Mifflin Company.

"Matter and Method in Education." By Mary Sturt and Ellen Oakden. New York City: E. P. Dutton and Company.

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Cape Flattery—Twenty.
Cape Lookout—Twenty-five.
Cape Fear—Thirty.
Cape Farewell—Forty.

Attention, Ladies

Minister—"I wish to announce that on Wednesday evening the Ladies' Aid will have a rummage sale. This is a chance for all the ladies of the congregation to get rid of anything that is not worth keeping, but is too good to be thrown away: Don't forget to bring your husbands."

A Good Alibi

At the breakfast table the other morning he was relating to his wife an incident that occurred at the lodge the previous night. The president of the order offered a silk hat to the brother who could truthfully say during his married life he had never kissed any woman but his own wife. "And would you believe it, Mary?—not a one stood up."

"George," his wife said, "why didn't you stand up?"

"Well," he replied, "I was going to; but you know, dear, I look like the deuce in a silk hat."

Part of the Contract

At a small country church a newly married couple were receiving some advice.

"It is the husband's duty to protect his wife whenever an occasion arises; and a wife must love and honor and obey her husband, and follow him wherever he goes."

"But—" pleaded the young bride.

"I haven't finished yet," remarked the clergyman, "She must—"

"But, please"—in desperation—"can't you alter that last part? My husband is a postman."

Limerick

A romantic young man of Rangoon,
With a lute by the light of the moon,
Sang: "I'll die for you, love,"
When a voice from above
Said: "You will if you don't shut up soon."

He Was Lucky, at That

A needy negro was borrowing $10 for one week and on counting what was handed to him by the loan man he found he had received only $9. The lender explained that $1 interest had been deducted in advance.

Blinking his eyes in amazement, he scratched his head and mumbled: "I'se sho' glad Ah didn't need dis money fo' ten weeks."

Fizz Expert

"Are you a doctor?" a timid miss asked the young man at the soda fountain.

"No, madam," he replied; "I'm a fizzician."

Evening Up

The maid was leaving and her mistress said to her: "Mary, I should like to give you a good reference, but my conscience compels me to state that you never got the meals ready at the proper time. Now I wonder how I can put it in a nice way?"

"Well, ma'am," said Mary, "you can say I got the meals the same as I got my pay."

Ah, Fame!

"And has Monsieur looked over my composition?"

"I have. And I may say I think it will be played after the old masters are forgotten."

"Really? I am overwhelmed."

"I mean it. After, but not before—

A Slip

He—"Angel, in the moonlight your teeth are just like pearls!"

Teddy— "Oh, indeed! And when were you in the moonlight with Pearl?"

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Your Friends, the Publishers

There has long since ceased to be any doubt about the constructive services of the textbook publishers to public school development. The day of questionable methods in the marketing of textbooks has also for the most part slipped into the limbo of forgotten things. Publishers are still the most potent force in curriculum development in America, in spite of a generally awakened interest in this activity on the part of educators. The friendly attitude that uniformly exists between buyer and seller in the textbook business is a praiseworthy condition.

But publishers are sometimes thoughtlessly imposed upon by teachers, and a word needs to be said in this connection. The bane of the business is the terrific drain in the giving of free samples of textbooks. Perhaps publishers were originally at fault in encouraging this practice, but in fairness to them, teachers ought now aid in checking the practice. Textbooks could be sold at lower figures if this item of selling expense were materially reduced. And the teacher does hold much of the power of improvement in her own hands.

Publishers are glad to have teachers manifest enough interest in some new publication to write for a copy, but why should the teacher expect to get that copy without paying for it? Frequently there is no possibility whatever of its being considered for general use, but it is sent for merely because the teacher thinks it might be of value to her. In no other line of business would that same teacher expect to get a full-sized package of a product that interested her, although samples are sometimes offered. One cannot write for a tire for the automobile and expect it to be sent gratis on the theory that if satisfactory, it may be adopted for all four wheels. Even a box of face powder can not be obtained with the maker's compliments, in the hope that by thus submitting it, he may gain an exclusive five-year contract. Why should the publisher's wares be regarded so differently? If the teacher wants a copy of a new text, the equitable thing to do is to send along the money to pay for it. Or, because administrative heads of school systems are generally expected to be in touch with the newest materials, she can probably obtain a copy from the superintendent's office for such inspection as she wishes to make; or she can ask to have a representative call. Publishers will never escape the necessity of supplying samples to school executives or teacher committees which are definitely charged with the duty of specific text adoptions, but they ought not to be subjected to indiscriminate requests.

The self-respect which makes us unwilling to step into a store and ask a merchant to give us an article off his shelves ought to govern us in our relation with textbook publishers. Let us be just as alert and responsive to publishers' announcements as ever, but let us play the game in a broad-minded way, by paying for what we want. Free book samples are not a proper perquisite of the office of teaching.

—From Ohio Schools, June, 1929.

Meetings To Be Held

JULY

1-5: American Home Economics Association, Washington, D. C.; Sec. Frances Zuill, University of Iowa, Iowa City, Iowa; Boston, Mass.

2-4: Federation of Catholic College Clubs; Sec. J. F. Vanhorn, 4025 Aspen Street, Philadelphia, Pa.; Cincinnati, Ohio.

8-12: American Medical Association, Chicago, Illinois; Sec. Olin West, 535 N. Dearborn Street, Chicago, Illinois; Portland, Oregon.

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

29-30: Interfraternity Conference, New York; Sec. Charles W. Gerstenberg, 70 Fifth Avenue, New York City; New York City.

29: Virginia Society of History Teachers; Sec. V. Harnsburger, Glass High School, Lynchburg; Richmond.

30: College Conference on English in the Central Atlantic States; Sec. N. E. McClure, Ursinus College, Collegeville, Pennsylvania; Atlantic City, New Jersey.

30-Dec. 3: Elementary Principals and Supervisors Association of Texas; Sec. Dora B. Lantrip, 4525 McKinney Avenue, Houston.

DECEMBER

2: Society of Directors of Physical Education in Colleges; Sec. T. N. Metcalf, Iowa State College, Ames, Iowa; New York City.

2-6: Association of Colleges and Secondary Schools of the Southern States; Sec. Guy E. Snavely, Southern College, Birmingham, Alabama; Lexington, Kentucky.

2-7: Southern Commission on Higher Institutions; Sec. D. Theodore Jacks, Emory University, Atlanta, Georgia.

5-7: American Vocational Association; Sec. Z. M. Smith, Indianapolis, Indiana; New Orleans, Louisiana.

6-7: New England Association of Colleges and Secondary Schools; Sec. W. B. Jacobs, Brown University, Providence, Rhode Island; Boston, Mass.

7: Association of Teachers of Mathematics in New England; Sec. H. D. Gaylord, 20 Garden Street, Cambridge, Mass.; Boston, Mass.

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